



KINGMOOR NURSERY AND INFANT SCHOOL

PE POLICY

At Kingmoor Nursery and Infant School we promote physical education as part of a whole school approach to better health and wellbeing. Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and the knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes understanding and positive attitudes towards active and healthy lifestyles. Physical Education provides the opportunity to appreciate the skills of others and to rationalise success and failure.

Aims

- Develop the competence to excel at a broad range of physical activities
- Spend enough time (per day) engaged in physical activity
- Participate in competitive sports
- Know how to lead a healthy and active lifestyle
- Get the support needed to be resilient and aspirational
- Have a good understanding of fair play, cooperation and respect.

Teaching and Learning

At Kingmoor Nursery and Infant school we follow Chris Quigley's Fundamental Movement Knowledge to structure our curriculum including knowledge webs and point of progress tasks (POP) the curriculum is then supported through the use of Amaven. Through Amaven we will deliver three Challenge Days which will benchmark every child's physical literacy development and identify their individual needs. We aim:

- To deliver 2 hours of excellent quality physical education per week. It should develop the fundamental motor/movement skills highlighted by Challenge Days. This promotes ongoing development and gives children opportunities to build confidence.
- To provide enjoyable physical activities in all lessons. Teachers should include 3-5 minutes of vigorous movement in each lesson to promote physical literacy and ensure the 30-minute activity target is met every day.
- To promote active breaks and lunchtimes and provide activity equipment (i.e. skipping ropes, balls, hoops) and creative games suitable for all children.
- To encourage physical activity at home. Assign physical activity logs and/or home challenges (to last 10-15 minutes each day).
- To engage parents in the pursuit of physical activity at home. Encourage parents to include 10-15 minutes of physical activity in home routines (50-60 minutes per week).
- To promote the use of after school activities and sports clubs. Coordinators should monitor intake and attendance.

We have external coaches which will work with children to develop their fundamental movement knowledge. .

Year 1 children will take part in swimming lessons for 5 weeks to develop their water confidence and teach the children water safety.

Children will have opportunities to be physically active as part of their school day through outdoor play, outdoor areas, use of core strength area and daily movement from Amaven.

The Early Years Foundation Stage (EYFS)

We encourage the physical development of our children in the Early Years classes as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Planning is progressive to ensure the children have the key fundamental movement knowledge to access the Key Stage One curriculum. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all the children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

KS1

All children experience two PE sessions a week. Planning is progressive throughout the year and from Year 1 to Year 2 to show development and opportunities to extend their fundamental movement knowledge. The P.E sessions allow the children to work individually and in small groups; develop fundamental movement skills and learn through progressive games with an emphasis on fun and participation whilst developing their tactics, strategies and cooperation skills.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as
- developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Sports Funding

Our school receive PE and sport premium funding based on the number of pupils. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Develop or add to the PE and sport activities that we already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;

- The profile of PE and sport is raised across the school as a tool for whole-school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;
- Increased participation in competitive sport.

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.

Inclusion

(Our approach to the curriculum and how we are complying with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 about making the curriculum accessible for those with disabilities or special educational needs.)

The following principles inform and guide our policy and practice:

- Meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a school
- It is the responsibility of KNIS to enable all children to access and make progress via the curriculum
- “Equal opportunities” is not the same as “Equal provision” and we adapt provision to ensure it meets the needs of our learners.
- We aim to provide a happy and secure environment where all members of our school community respect and value each other and themselves. We promote equality and the creation of an environment which champions respect for all.

What is good provision for a child with SEND is good for all children, i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically, using principles of Quality First Teaching and by embedding the school Learning Powers across the curriculum. We respond to children’s diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments
- Using assistive technologies where appropriate
- Providing scaffolding to support children’s learning.
- Modelling activities / tasks
- Paired and collaborative work that is rich in discussion and reflection
- Use of encouragement and praise to motivate and develop self-image and esteem.
- Using multi-sensory approaches
- Using visual cues to aid understanding
- Providing visual timetables to help with establishing routines
- Pre-teaching key vocabulary to provide a ‘hook’ into teaching
- Looking at alternative methods for recording work

Assessment

Children will take part in three ‘Challenge Days’ throughout the year which will assess their agility and speed, locomotor, body control and object control. Children will be assessed periodically throughout the year on

Tapestry for their basic movements including running, jumping, throwing and catching, balance, agility and coordination. How they participate in team games including attacking and defending and their performance of dance using simple patterns.

We will offer intervention sessions in our 'core strength area' for any children who applicable to improve their core strength and through the use of our balance ability sessions.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for P.E which consists of a white t-shirt, black shorts or leggings (joggers can be worn in cooler weather) and plimsolls or trainers. Children must have bare feet for gymnastics. The teachers are expected to set a good example by wearing appropriate clothing when teaching PE. No jewellery is to be worn for any physical activity earrings must be covered with tape.

When working with equipment in practical activities and in different environments including those that are unfamiliar, the children should be taught:

- about hazards, risks and control
- to recognise hazards
- assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they would take to control risks

Staff Well Being

As an employer we are committed to caring for staff emotional well-being and mental health.

When you're caring for the emotional wellbeing of others, it easy to forget your own. But to fully support the pupils in your care, we know we need to make sure our own staff are cared for too.

The high demands on teachers have been shown to result in stress among teachers.

Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils.

This policy has been written using guidance from

Ways to reduce workload in your school(s) Tips and case studies from school leaders, teachers and sector experts July 2018, updated March 2019 DFE

REVIEW

This document is developed and reviewed by the PE Subject Leader in consultation with the staff of Kingmoor Nursery and Infant School.

Date of policy 01/04/2022